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Lucretia Crocker Fellows 1988-1989

Exemplary Teacher Initiated Programs

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Massachusetts Public School Improvement Act, 1985

Massachusetts Department of Education
Division of School Programs
1385 Hancock Street, Quincy, MA 02169

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The Lucretia Crocker Program

For the dissemination of exemplary programs created by Massachusetts teachers
The Massachusetts Department of Education

August 12, 1988



Dear Colleagues and Friends of the Lucretia Crocker Program:

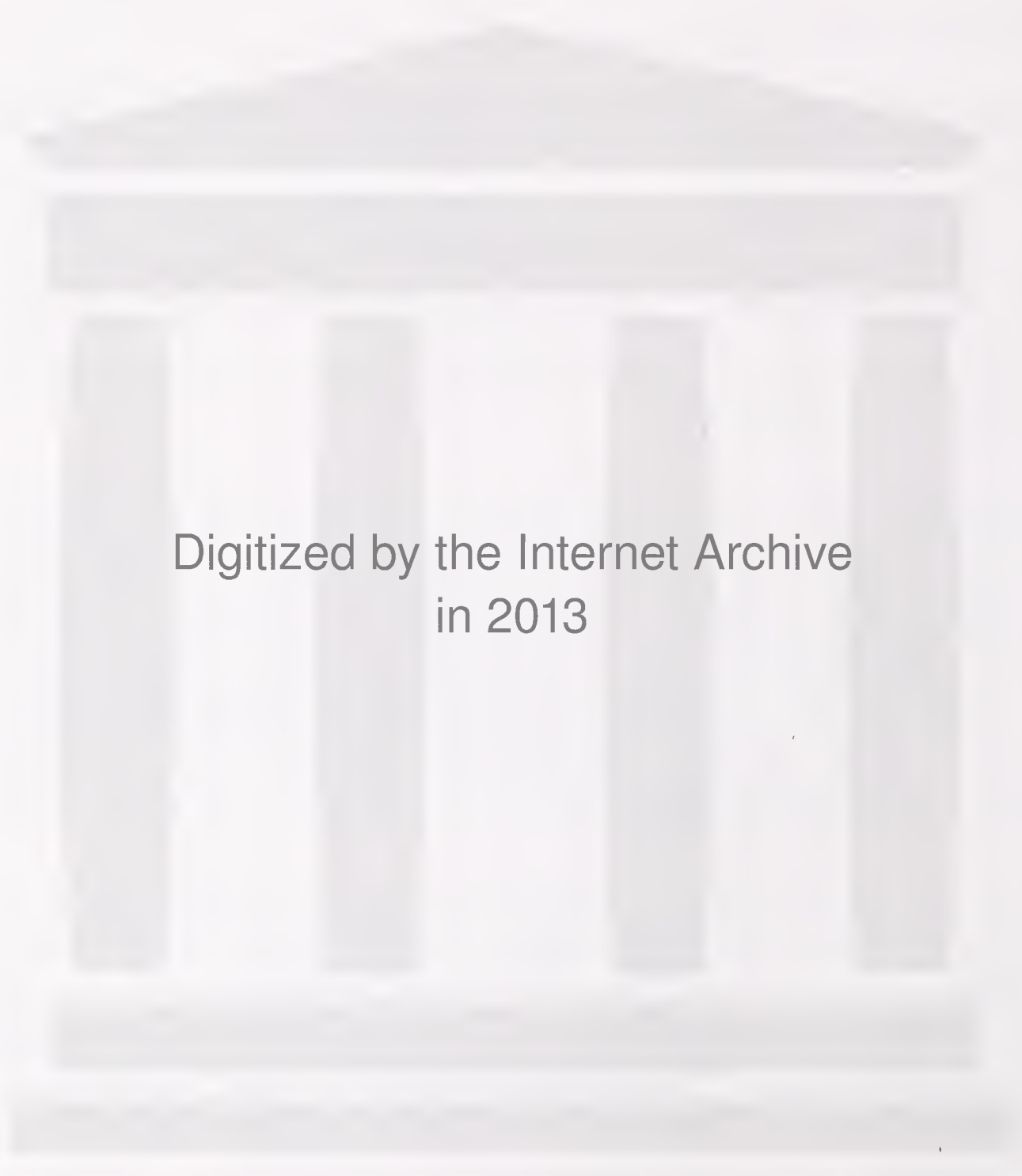
On behalf of Commissioner Harold Raynolds, Jr., the Board of Education, the Department of Education staff and the Massachusetts Legislature, I am pleased to introduce the 1988-89 Lucretia Crocker Resource Guide. We are delighted to share information on the teachers who have been selected as this year's Lucretia Crocker Fellows and the exemplary programs they have developed and implemented in Massachusetts schools. Again, as in previous years, the quality and variety of these programs and the individuals who have brought them to life in the classroom are worthy of recognition. As you will see from the general profile of the Fellows and their programs, the third class of Lucretia Crocker Fellows represents a wonderful cross-section of public educational programming, activities and experiences which have emerged from a wealth of creativity and commitment.

Now we are beginning the next phase of this year's program, and school districts across the Commonwealth are invited to consider replicating any of the fellowship programs that appear to meet the needs of their schools. This fall, the Lucretia Crocker Fellows will conduct workshops at the six regional centers of the Department of Education, as well as in a variety of other educational settings. In the winter and spring of 1989 they will disseminate their programs in school districts which will be chosen as program adoption sites. If, after reviewing the program description in the Guide, you would like information on the application process for program adoption, contact me at the Department of Education, Bureau of Curriculum Services, 1385 Hancock Street, Quincy, MA 02169, Phone: (617) 770-7559. Or you may contact any of the regional center coordinators, their addresses and phone numbers are provided on the last page of this guide.

The Department of Education is very proud of the Lucretia Crocker Program and all the individuals - both inside and outside the Department - who have made it possible. We hope all of you, whether your contact with the program and the Lucretia Crocker Fellows is limited or on-going, will share our excitement and belief in the program's potential to enhance the teaching profession and improve schools. Together we must continue to support and spotlight the types of teachers and programs exemplified by the Lucretia Crocker Program. I welcome your comments on our selection and replication processes, and any suggestions you have for the future of the program.

Sincerely,

Doreen H. Wilkinson
Assistant Director



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The Lucretia Crocker Program:

Recognition of Teacher-Initiated Innovation

This resource guide describes twelve exemplary educational programs, and the creative and dedicated teachers who brought them to life. Selected in a statewide competitive process, these teachers constitute the third "class" of Lucretia Crocker Fellows. As Lucretia Crocker Fellows they will be available throughout the 1988-89 academic year to share their programs with teachers, schools, and school districts throughout the state.

Established under the Massachusetts education reform act (Chapter 188), the Lucretia Crocker Program recognizes the importance and potential impact of teachers disseminating their outstanding programs to other teachers. Like the 19th century educational reformer for whom this program was named, the Lucretia Crocker fellowship winners have all made important contributions to their own schools and school districts.

Lucretia Crocker was a teacher who set up educational programs for emancipated Blacks after the Civil War and then returned to her native Massachusetts where she promoted the development of math, science and laboratory science for females as well as males. Above all, she is remembered and honored for her commitment to increased access to educational opportunity for blacks and women.

Each year the Lucretia Crocker Program will award fellowships to public school teachers who have been instrumental in the development of exemplary educational programs. The selection process began last March at the school district level. School districts could nominate one educational program and a teacher or team of teachers who had been instrumental in developing the program. (Districts with enrollment over 10,000 could nominate two).

Review teams coordinated by the Regional Education Centers of the Department of Education selected the finalists through a process of rating applications and conducting site visits. After a statewide validation process involving intensive interviews, a total of sixteen teachers, representing twelve innovative programs, became Lucretia Crocker Fellows.

The list of runners-up for the Fellowship Program is included in the resource guide. All of the teachers nominated by their school districts deserve recognition for their outstanding contributions to the education of students in the Commonwealth. Many runners-up have been invited to serve as presenters for the Curriculum and Instruction Seminar Series.

The Lucretia Crocker Fellows: Resources for the Schools

The fellowship winners presented on the following pages are an experienced, committed and creative group representing over 200 years of teaching experience. They come from 11 different school districts across the state. The programs they have helped to develop span all grade levels, involve a variety of subject areas and include all of the diverse populations in the Commonwealth.

What these teachers have demonstrated, above all, is a creative capacity to make programs work in Massachusetts schools. Like other teachers they have derived energy from student interest and administrative and community support; like others, they have learned to work within budgetary constraints.

The Lucretia Crocker Fellows are available to schools and school districts that are interested in adopting their programs. They are prepared to share their expertise in any number of ways: offering introductory presentations to groups of administrators, teachers and parents; hosting visits to their home schools where the program is in operation; conducting in-service workshops for teachers and classroom demonstrations with students; and providing ongoing technical assistance and support to individual teachers.

The Lucretia Crocker Fellows recognize that some of the strategies they have created are directly transferable to other school systems, while, in other cases, the same principles might apply in a different form. They are prepared to work closely with their colleagues in other schools to adapt the program to the needs and interests of those school situations.

The level of commitment required from adopting school districts will differ depending on the nature of the program being disseminated. In some cases Fellows have indicated the importance of working intensively in a school or school district for a period of a month or more. In other cases, the Fellows see themselves running one or two days of in-service sessions and then providing individual follow-up as needed. These preferences are indicated in the descriptions offered in this Resource Guide.

Schools and school districts wanting more information about the Lucretia Crocker Program or interested in becoming an adoption site can contact Doreen Wilkinson, the Massachusetts Department of Education, Bureau of Curriculum Services, 1385 Hancock Street, Quincy, MA 02169, Phone:(617) 770-7559.

DR. SUSAN E. BANGS, ROSE BEAUCHESNE, ANNE HOMZA, ED.M.,
MAUREEN MAHONEY AND LUCILLE OUELLETTE
THE "LAWRENCE FIVE"
Lawrence Public Schools
BILINGUAL WHOLE LANGUAGE PROGRAM

Faced with the problems of poor native language development, weak literacy skills and low self-esteem, educationally disadvantaged linguistic minority students historically experience an unnecessarily high level of school failure. The Bilingual Whole Language Program was designed to empower students in grades 1-3 with the tools of reading and writing needed to succeed in school. Through the use of developmental and whole language teaching strategies, the Bilingual Whole Language Program improves the students' literacy levels in both Spanish and English and stimulates critical, analytical and creative thinking skills. Literacy is integrated into every aspect of the child's day so that he/she sees a real purpose for joining the literate community. The use of highly predictable material that is very stimulating for the child enables him/her to experience success almost immediately and provides motivation for continued reading. Classrooms are print-rich environments where books in both languages are easily accessible to the children. Writing is incorporated into the day in a variety of ways. Through interactive journals and process writing, a child is given a voice to express him/herself and see that his/her ideas are valid and important. All the activities incorporated into a child's day allow the child to develop according to his/her timeclock. He/she is forced to make a choice about what is important. This makes each child realize that he/she is important and has his/her own strengths. This program has implications for all linguistic minority students as well as minority students in general.

The combined experience of this dynamic five-person team allows them to provide a variety of workshops that will help to facilitate the adoption of any or all facets of the Bilingual Whole Language Program in the primary grades.

Workshop series include:

Language Development in Bilingual Children in Grades 1-3

Whole Language Approaches in the T.B.E. classroom

Making Books with Children

Theme Development in the Whole Language Classroom

Developing E.S.L. Activities

All team members are available to make classroom visits and work with teachers to discuss material development and classroom organization. In addition, teachers and administrators are invited to visit the Bilingual Whole Language Program in place at the Robert Frost School in Lawrence.

Susan E. Bangs has a doctorate in Bilingual Education from Boston University and a Master's in English as a Second Language. Her twelve years of teaching experience have ranged from kindergarten to university.

Rose Beauchesne is working towards a Master's degree in Creative Arts in Learning at Lesley College. She has taught E.S.L. and remedial reading for the past five years to students ranging from primary to adult.

Maureen R. Mahoney is a graduate of the University of Massachusetts at Boston with a B.A. in Spanish Literature. Presently she is completing her ninth year as a bilingual teacher in the city of Lawrence. She enjoys traveling to the Dominican Republic, Mexico and Spain. This past winter she visited her birthplace, Panama. She is currently enrolled in a Master's program in Bilingual Special Needs at Lesley College.

Anne Homza earned the B.A. degree in Psychology and Education at Mount Holyoke College and the Ed. M. degree in Teaching, Curriculum and Learning Environment at the Harvard Graduate School of Education. She has taught bilingual first grade in Lawrence, E.S.L. grades 1-6 in Puerto Rico and E.S.L. to adults in Puerto Rico, Cambridge and Lawrence.

Lucille Ouellette received a Bachelor of Science Degree in Early Childhood Education at Salem State College. She then taught language arts and social studies in the Republic of Panama. After teaching curriculum courses at the "Normal School of Spain" in Honduras as a Peace Corps Volunteer she began her career as a first grade bilingual teacher in Lawrence where she has been teaching for 10 years.

ELAINE C. CAPOBIANCO
Boston Public Schools
Q.U.I.L.T.S. PLUS

(Quilts Unite Integrative Logical Thinking Successfully)

The most unique feature of the Q.U.I.L.T.S. PLUS program is the use of fabric and quilts to teach the content areas. This program can be used by any teacher (K-12, regular/special needs) who desires to give students the opportunity to create symbols representing experiences the students are engaged in. What the teachers absolutely need is the motivation and excitement to give their students a rewarding learning experience.

The structure provided in the Q.U.I.L.T.S. PLUS program provides the freedom for the students to strengthen their learning modalities. Lessons are broken down into very specific tasks that build one upon another. The students begin to learn to structure, sequence logically and focus their energy. They learn to complete a task, move from the parts to the whole, and to plan long term projects.

The primary goals and objectives of the Q.U.I.L.T.S. PLUS program are as follows:

Quilts: to provide an alternative learning environment integrating content from numerous curriculum areas.

Unite: to create a positive school climate based on successful learning, pride in creation, and cooperation between students and teachers working together.

Integrative: to provide positive opportunities for students to integrate their auditory, visual, verbal and kinesthetic learning modalities.

Logical: to teach the students patterns using the logic of analysis and synthesis as the basis.

Thinking: to provide opportunities for the students to plan long range projects, to outline steps, to follow through on their plans.

Successfully: to provide students with situations which will reinforce accurate verbal and written communication, team work and individual leadership.

And The Plus Is: to enhance affective self esteem and open the trust factor for achievement.

To promote other teachers' awareness of the Q.U.I.L.T.S. PLUS program, Elaine will provide a hands on introductory workshop, assistance in setting up the program, and consultation for classroom implementation.

The dissemination process will be achieved through slide show presentations at teacher workshops, staff meetings, and professional organizations throughout the state. These presentations will be 30 - 40 minutes in length, with time for questions. Teachers will come to a second workshop "Sewing It Altogether" which would be an all day hands on workshop providing the teachers with the basic skills they need to implement Q.U.I.L.T.S. PLUS in their classrooms. The third phase will be a half day workshop, "Nothing Succeeds Like Success", in which teachers who are implementing the Q.U.I.L.T.S. PLUS program will present their particular problems and solutions will be discussed.

Elaine Capobianco has been a teacher in the Boston Public Schools for eleven years and has been developing the Q.U.I.L.T.S. PLUS program for the past three years. She has lectured at Fitchburg State College, taught adult education, headed her own corporation and been featured in numerous international quilt publications.

PATRICIA CORDEIRO, ED.D.
Provincetown Public Schools
STRATEGIES FOR WRITING-TO-LEARN IN CONTENT AREAS

Writing-to-learn provides cross-curricular, content-based strategies. Using writing as a tool for thinking permits all students to participate fully in content development. Teachers help students to use writing as a problem-solving strategy, relating it to more general models of problem solving.

The primary objectives of writing-to-learn in content areas are: (1) providing maximum opportunities for advancing academic, creative, and critical development and achievement by providing maximum opportunities for expression, and (2) establishing a learning environment in which all students have equal opportunity to develop and express their thinking and learning by minimizing situations in which the few respond for all.

When oral discourse and final test-taking or report-writing are the only opportunities for an exchange of ideas between teacher and student, content material may not be internalized. Personal interaction with content material may not occur for students or teacher. Erroneous interpretations may go undetected and uncorrected. Teachers may uncover the thinking of only those students who answer in discussion. Students may be asked to form their impressions and information into actual language only in response to testing.

Writing-to-learn proposes strategies for using writing in many environments, formal and informal. A better classroom climate is created because all students and the teacher participate. Because students are being asked regularly to think aloud on paper, an alternative learning environment arises in which all ideas are expressed and given recognition in some form. Services are expanded to all students.

Strategies are taught and implemented, using writing as a tool for learning in all curricular areas. During instruction, opportunities are sought for infusing the use of writing-to-learn. The written text produced is then used as a vehicle for thinking critically and creatively about the subject area. Informal writing is developed into meaningful, thoughtful formal text, representing a more complete response to content.

Writing as a tool for thinking is a discipline which has to be learned and practiced. Strategies for implementation are designed to support specific principles which may be neglected, overlooked, or denied in some classrooms, for students with developing literacy, or for content areas traditionally thought of as non-writing environments.

Writing-to-learn strategies can be used in many ways. As informal writing is used as a tool for thinking in content areas, written response becomes a tool for thinking for all students in the classroom. Materials available in the classroom are utilized. Teacher commitment to the time and involvement together with administrative support are crucial. All must be familiar with the philosophy, strategies, concept, and procedures. Optimally, teachers will be able to develop other strategies which allow insertion of writing-to-learn techniques into curricula.

This program can be disseminated at several levels:

1) Basic concepts workshop - The basic concepts of this program could be presented in one two-hour workshop session. This session would include: how to help students to think coherently on paper about content material, demonstration of a variety of strategies, methods for developing text produced, and management techniques.

2) Expanded workshop series - Expanding on the basic session described above, schools could opt for a more detailed series of workshops for 2-4 weeks during which each element of the basic concepts could be explored in more detail. Teachers could have the opportunity to work with techniques themselves and observe modeling of the development techniques.

3) On-site demonstrations and workshops - Using the basic concepts workshop as a starting point, this in-depth implementation of the program allows teachers to explore the possibilities in their own classrooms with the Fellow. Combining in-service workshops and demonstrations, the staff would define a perspective on adoption and integration with present curriculum. Schools choosing this option should allow from two full days to two weeks.

4) Assessment of present programs - For those schools wishing to evaluate their present writing programs for integration with writing-to-learn strategies, an on-site assessment can be done. This option should be given two days or more, with opportunities for the Fellow to meet with administrators and curriculum staff for follow-up consultation.

5) Informal consultations - For individual staff members, curriculum specialists, or administrators wishing to consider the possibilities of this program in certain areas, consultations can be arranged. This option can be offered for half-day visitation or longer.

6) Curriculum development - For schools wishing to revise existing curricula in light of writing-to-learn strategies, consultation is offered to curriculum committees and coordinators as needed.

Patricia Cordeiro is a sixth grade teacher in Provincetown, Mass. She holds a Master's and a Doctor's degree from Harvard University Graduate School of Education, in the field of Teaching, Curriculum and Learning Environments, specializing in language, classroom practice, and children's writing. She is taking courses at University of Massachusetts/Boston in the Critical and Creative Thinking department.

Dr. Cordeiro has published numerous articles on writing instruction, writing-to-learn in areas of math and science, and teacher effectiveness. She is currently working on a book on punctuation instruction for Heinemann Publishers, developing research funded in part by National Council of Teachers of English. She was an adjunct faculty member at Vermont College, serving as field faculty advisor and university supervisor of practice teaching. She was a consultant for Addison-Wesley, writing science and critical thinking text.

Dr. Cordeiro has consulted and presented workshops and demonstrations throughout the state on a variety of topics including writing, content, and critical thinking. She completed the second year of a Commonwealth of Massachusetts Horace Mann grant integrating writing, content and critical thinking. She has worked as a curriculum evaluator/developer for the National Science Foundation project, "Reckoning with Math", at the Educational Development Corporation in Newton, Mass.

Dr. Cordeiro has taught for twenty years, grades 1 through 6. She has served on a variety of curriculum committees, chairing those in writing and in science for several years. Her most recent work has been co-initiating/co-chairing curriculum development which integrates social studies/science, critical thinking, and writing by teaching elementary school children how to do effective and meaningful research. This research curriculum exemplifies Dr. Cordeiro's commitment to writing as the best means of achieving classroom performance, equity, and content acquisition.

BOBBI FISHER
Sudbury Public Schools
WHOLE LANGUAGE FOR ALL KIDS

In the past five years there has been an exciting renewal of enthusiasm in teaching among primary teachers through the awareness of whole language theory and practice as a natural, developmentally appropriate approach to working with children. Bobbi Fisher's whole language kindergarten program, which can be adapted to first and second grades, is a model for putting this theory into practice.

Bobbi's program engages children in affective and intellectual whole language activities through the entire day, enabling the children to become confident socially and intellectually as they develop toward literacy. The structure of her program is based on the following assumptions about children as learners:

- *All children can learn.
- *Children learn when learning is kept whole, meaningful and functional.
- *Children learn when they make their own choices.
- *Children learn in non-competitive situations.
- *Children learn when they learn naturally.
- *Children learn by talking and doing.
- *Children learn in their own unique way.

Bobbi's class is immersed in meaningful print in the form of charts, big books, trade books, daily schedules, labels, and children's writing. It is divided into areas for reading, writing, math, art and dramatic play. These areas invite children to choose when, where and with whom they are going to work, and the kind of space appropriate for the work they have chosen. For example: quiet versus noisy work, individual versus cooperative work.

The classroom day is structured so that the children are actively involved in planning their time, in making decisions about their work, in sharing and evaluating what they have done, and in helping develop a sense of community and respect with their peers and teacher. Since the program encourages children to be responsible intellectually and socially throughout the day, the teacher is able to assess and evaluate all the children, plan appropriate curriculum, and work individually with children at risk to help them become successful learners.

The significant components of the day are: shared reading time, individual writing and reading, play with developmentally appropriate materials, social learning through thematic play environments, time for planning, sharing and evaluating, and daily outdoor play.

Bobbi is interested in working collaboratively with teachers and administrators who are committed to developing and implementing whole language programs (curriculum) in grades K through 2 in their school system.

Bobbi is a kindergarten teacher in Sudbury, Massachusetts. For the past two years she has given whole language workshops in Connecticut, Massachusetts, New York and Rhode Island, and has presented at the Northeast Whole Language Conference in Vermont and the New England Kindergarten Conference. She is president of The Whole Language Teachers Association, a Massachusetts based organization of teachers interested in promoting whole language.

SUSAN FLETCHER

Shutesbury Public Schools

SHARED-READING AND PAIRED-READING: COMPONENTS OF A WHOLE
LANGUAGE PROGRAM

Observing the learner in a Whole Language reading program one sees children who are confidently striving to make meaning from print. As they gather together for shared-reading at the beginning of the lesson, their eyes shine in eager anticipation of reading a story together with their teacher from a Big Book or singing their favorite songs from the large-print chart at the edge of the circle. Their bodies sway together as they feel the rhythm of the language in The Itchy Witch. Or they rise to their knees waving their hands to predict a meaningful response to a Cloze procedure. These are children whose literacy learning is approached developmentally. Those around them attempt to provide supports similar to those given to the younger child learning to speak in a healthy home environment.

When shared-reading has ended, the children work with their reading partners. They read to one another from texts generated by the previous activity or they read from their reading boxes the books they have chosen to practice. The teacher moves around the room offering support to the pairs of children scattered among the desks and on the carpet.

Susan Fletcher has developed a Whole Language reading program for use in her first grade class at Shutesbury Elementary School. It is grounded in the work of researchers such as the Goodmans, Burke, Holdaway, Clay and Graves, who have documented the literacy learning of children in a natural, developmental manner. She has watched the children in her class evolve into competent readers at a pace that is individual and comfortable for each.

Sue is willing to provide the following to schools and systems that are interested in such a program:

- On-site classroom demonstrations with an emphasis on shared and paired-reading.
- Work with small groups or individual teachers to help them to integrate the Whole Language model (or parts thereof) into their curriculum.
- Inservice workshops with the option of follow-up classroom visits.
- Workshops in which teachers, students and parents are guided through the making of materials for a Whole Language program (student-made big books, charts, overhead transparencies).

Sue has been a first grade teacher for seven years. Earlier she taught high school English and worked with Special Needs children at the elementary level. She is certified in elementary education and reading. She has an M.S. from the University of Massachusetts and is currently pursuing a Doctorate in Education. She has given workshops in Writing Process and Whole Language. She is eager to share her experience with other teachers in the Commonwealth.

SHIRLEY L. GRIFFIN, ED.D.

Ashburnham/Westminster Regional School District

STUDENT ENVIRONMENTAL APPRENTICESHIP IN LOCAL LAND-USE ISSUES

A hidden assumption within public school curricula is that the transformation from child to adult is achieved when the student graduates from the 12th grade. But the reality is that most high school graduates do not know how their local governmental system functions, or how decisions are made, or what the individual's role is in the decision-making process, or how clean water and clean air are achieved and maintained. Students do not understand the importance of their own involvement within the democratic structure and are unprepared to assume the role of responsible adult citizen. The Environmental Apprenticeship Program is designed to accomplish two major goals: (1) to provide students with the opportunity to encounter local environmental issues, and (2) to provide students with an opportunity to play an effective role in local environmental concerns and land-use decisions.

THE CONCEPT

Through the Environmental Apprenticeship Program, students contribute to the environmental decision-making process by preparing reports, graphic materials, models, surveys, and data for presentation at public hearings, to land owners or to appropriate local government boards. The Program provides opportunities for students to utilize knowledge from numerous academic areas and encourages cooperative relationships between education and the private sector.

In the Program, students are able to interact with a diversity of people and learn from environmental professionals, community board members (planning board, conservation commission, board of appeals, board of health), and private consultants. Students are no longer insulated from the adult world of political involvement and decision making. Through an "apprenticeship approach", students are able to develop the necessary citizen participation skills, enhanced self-image, and a positive experience of democratic involvement. Students with a variety of abilities are able to contribute to responsible land-use decision-making within their communities.

DYNAMICS

The Program has 4 major components that function as a team:

- teacher;
- professionals and/or environmental consultants;
- students;
- a developer/realtor, landowner or local community board (the action site).

The teacher's role is one of facilitator, whose major function is to identify the information needed by the students in order to complete a particular project. The teacher contacts the necessary professionals and arranges for student training in specific knowledge areas.

The professionals and/or environmental consultants are resource contacts from local, federal and state government and private agencies who volunteer their time to work with the students.

The students are the apprentices in a local issue and assist in the collection of data.

The action site may include working in the community for the conservation commission, planning board, board of appeals, or board of health on town/city land or a proposed development site. It might be working on land for a private individual, a developer, a realtor, or the local elementary school or it could be working with a community citizens' group on a major environmental problem within the community.

DISSEMINATION

Shirley is eager to share the Environmental Apprenticeship Program with other educators at 3 different levels:

- Awareness Level
- Beginning Adoption/Adaptation
- Advanced Fine-Tuning

The Awareness Level involves teachers in either a half-day or a full-day "hands on" workshop. A slide show will introduce teachers to the Program. Teachers will be shown how the Program can be used to reinforce specific types of class knowledge and how to stimulate student involvement in local issues. Teachers will leave the workshop with a packet of activities (ECO-LANDS) designed to develop in students those environmental/land-use skills necessary for citizen involvement.

Beginning Adoption/Adaptation involves teachers in a collaborative review and identification of local environmental/land-use issues conducive to an apprenticeship project, and clarification of the community's governmental structure and functioning. Teachers will receive assistance in creating a list of resources who will be responsible for student training in technical information areas. Shirley will be available to work with teachers in the implementation of a specific program or project.

Advanced Fine-Tuning involves teachers in the assessment of specific programs and provides guidance in fine-tuning programs for future use.

FACILITATOR EXPERIENCE

Dr. Griffin has been a member of the Shirley Conservation Commission since 1971, and chairman for 3 years. During this time, she has served on the Board of Directors of the Massachusetts Association of Conservation Commissions, and on numerous town planning and zoning study committees. Since 1980, Dr. Griffin has made presentations at state and regional environmental conferences. She has been a guest speaker at Antioch College of New England, Tufts University, the Conway School of Landscape Architecture, Clark University, and the University of Massachusetts - Amherst. Dr. Griffin, during a sabbatical, completed for the state Department of Environmental Quality Engineering an environmental education training program (Clearwater Estates) for Conservation Commissioners.

Dr. Griffin earned a Doctoral degree in Environmental Education from the University of Massachusetts - Amherst in 1982, an undergraduate degree in Biology Education and a Master's degree in Guidance from Fitchburg State College. She has received recognition from the Massachusetts Audubon Society (Teacher of the Year 1979), Nashua River Watershed Association (1981 Conservation Award), Northwest Worcester County Conservation District (Conservationist of the Year 1983), Soil Conservation Society of America (Commendation Award 1984), and Massachusetts Association of Conservation Districts (Outstanding Conservation Teacher 1987). Dr. Griffin has been a teacher in the Oakmont Regional High School (Ashburnham/Westminster School District) for 20 years.

GLENICE KELLEY

Westford Public Schools

AN AFFECTIVE APPROACH TO TEACHING HEALTH IN THE MIDDLE SCHOOL

The daily bombardment of news about teenage pregnancy, AIDS, drug wars, alienation, latch key kids and depression challenges society to do "something". Glenice Kelley's health program at the Norman E. Day Middle School in Westford is particularly timely as schools attempt to respond to the challenge of helping young people cope with life-threatening choices. Glenice's program is designed to provide adolescents with knowledge to make informed decisions on such troublesome issues as sexuality and drug abuse, and with coping skills to help them resist peer pressure.

Westford has adopted a comprehensive K-12 program that is sequential, provides for reinforcement of knowledge, and emphasizes the importance of helping young people develop and enhance their self-esteem and decision-making skills during the critical middle school years. Key elements of the program include class discussion, development of teacher-student trust, communication skills, coping skills, decision-making and an open and candid discussion of students' questions. Specific topics include such concerns as physical, emotional and social change during this stage of development, pregnancy, prenatal care, childbirth, sexually transmitted diseases, birth control and substance abuse. The role of parents is a major concern of the program.

The success of Glenice's program is based on many factors. Parents, community leaders and teachers must work together. The age at which one decides to parent is critical, both to oneself and to one's child. Communities vary in their approach to teaching sexuality and substance abuse; some ignore, some accept, some reject, some debate. The hard fact of the matter is that teenagers continue to experiment and experience, with or without our help. The curriculum at Westford provides factual information while the process of small group interaction provides the students with the communications and coping skills that help them articulate their decision in these vital areas to peers.

Glenice had taught parenting courses at the secondary level for six years prior to her move to the middle school level in Westford seven years ago. She has taught seminars for parents, in community and church settings, on communicating with adolescents about sexuality. Her success in working with young people has been recognized by profiles in several publications including the Boston Globe Magazine and a CBS News television special on "Teaching Sex Education in the Schools."

PETER KOSTEK
Hampshire Regional High School
INTUITIVE GEOMETRY

Why the creation of Intuitive Geometry? It has been well documented that over 80% of learning takes place in the visual format. Younger children learn best when they are in control of the learning -- learn by doing. Geometry lends itself to having the student experience the math in the same way - learn by doing. Our cognitive processes are enhanced by this method. Students construct for themselves the models that will be used in future discussions. It is through this approach that students become more active, by design, in the learning experience.

When one thinks of high school geometry, one might think about shapes, definition, theorems, and last but not least, proofs. Examination of a high school geometry course finds that a large portion of time is spent working deductively: discussing and proving theorems, then using them in related proofs. This should be an important part of the course, but the method in which students obtain the preliminary information can be changed. "Studying secondary school geometry should not be synonymous with doing proofs to the exclusion of other important mathematical activity." (A Report on Geometry and Measurement - Massachusetts Department of Education, 1986).

Students in the Intuitive Geometry course are given weekly problems that require the use of traditional manipulatives such as a compass, protractor, and straightedge. In addition, students may use any other "real world" items such as string, glue, tennis balls, computers and mirrors. Students continually communicate (orally & written) during this process even to a point that they form their own definition of a geometry course, written in paragraph form. They are obliged to be active in class as a result of dialogue among themselves and with the teacher.

Intuitive Geometry has been shown to be effective at increasing the participation of more students. This program has been used effectively with secondary students, as well as junior high students. Remedial students in the Individual Learning Center are also using a component of this course.

In addition, this process closely parallels the Constructivist Theory of Learning. Constructivism is the process through which learners 'construct' their own meaning & understanding through active involvement. Intuitive Geometry provides the groundwork for creative thinkers and creative problem-solvers. They will likely continue this inquisitive activity in future mathematical activities. Last of all, students will see math as a "real" entity, and not just the manipulation of accepted symbols and statements.

Peter has taught mathematics for 20 years, the last 17 at Hampshire Regional High School. He received his Master's degree in Middle School Mathematics from Westfield State College in 1977 and has started his doctoral work at University of Massachusetts/Amherst. He completed both the Initial and Advanced Levels of Summermath for Teachers at Mount Holyoke College. He has introduced several new courses to the math curriculum during the past few years and was a member of a K - 12 curriculum study in his district. He has given several Constructivist workshops in area schools, and has received a GE/PIMMS Fellowship for this past summer at Hampshire College.

SANDRA L. MEARS

Newbury Public Schools

TRIAD: A SCHOOLWIDE ENRICHMENT PROGRAM

TRIAD is an enrichment program that provides various types and levels of enrichment to a broad spectrum of the school population. This program is adapted from the Schoolwide Enrichment Model developed by Joseph Renzulli and Sally Reis at the University of Connecticut. It is a non-elitist program that offers meaningful and appropriate learning experiences for the entire school population via three types of enrichment experiences. An optional component is a resource room program where an identified group of children are provided with more advanced level experiences according to individual abilities and interests.

TYPE I ENRICHMENT

Type I Enrichment consists of experiences and activities that are designed to bring the learner in touch with the kinds of topics or areas of study in which he or she may develop a sincere interest. Through involvement in Type I experiences, students will be in a better position to decide if they would like to do further research on a particular problem or area of interest. An enrichment team comprised of teachers and parents compile a list of community resources such as speakers, mini-courses, demonstrations, and artistic performances. Teachers use this list to schedule appropriate experiences for their classrooms. The objective is to enrich the lives of all students by expanding the scope of experiences provided by the school.

TYPE II ENRICHMENT

Type II Enrichment consists of materials, methods and instructional techniques that are concerned with the development of high-level thinking and feeling processes. These processes include critical thinking, problem solving, divergent thinking, awareness development and creative or productive thinking. Type II activities are open-ended and allow students to escalate their thinking processes to the highest levels possible. These thinking skills can be incorporated into the regular curriculum in all classrooms. A creative problem-solving competition called Odyssey of the Mind can be offered as an afterschool enrichment program.

TYPE III ENRICHMENT

Type III Enrichment consists of activities in which the student becomes an actual investigator of a real problem or topic by using appropriate methods of inquiry. The success of a Type III depends on the interest and task commitment of the individual

student. A mentor program can be developed to assist children requiring expertise on independent projects.

Sandra is available to provide school systems with information, procedures, and guidance for setting up and implementing a schoolwide enrichment program for elementary school students via workshops and consultations. In-service workshops are offered to familiarize administration and staff with the program. Schools wishing to adopt the program more fully may request consultation on a daily or weekly basis for the purpose of acquiring further information about any aspect of the program. Consultations may include follow-up sessions to workshops and/or assistance in individual classrooms or may address issues related to efficiency, organization, management, and scheduling of the program. Sandra is willing to work with administrators and teachers in adapting the program to their own school resources and needs and would provide continuing assistance upon request.

Sandra developed and implemented the TRIAD Enrichment Program in Newbury in 1986 and prior to that was a classroom teacher for sixteen years. She has a Master's degree in Education in Curriculum and Instruction with an area of concentration in Gifted and Talented from Lesley College and she has taken graduate courses at the University of Connecticut under the instruction of Drs. Renzulli and Reis. Sandra has been a member of the board of editors at Allyn & Bacon, Inc., specializing in reviewing manuscripts pertaining to gifted and talented education.

CAROL PELLETIER

Middleboro Public Schools

BRIDGING THE GAP: AN EMPOWERMENT PROGRAM FOR TEACHER PREPARATION

"Remember that your influence begins with you and ripples outward." The Tao of Leadership

This program is designed to facilitate the relationships between the student teacher, the cooperating practitioner and the college supervisor during the practicum. The easy-to-use color coded handbook "SO YOU'RE GOING TO BE A COOPERATING PRACTITIONER" gives the cooperating practitioner a structure and format to follow while in the process of "coaching" the student teacher. Sharing ideas, workshops, buddy networks and college partnership strategies make this program valuable to both experienced and novice practitioners. Carol's easy-to-follow handbook and workshop topics based on 16 years of teaching experience provide an attractive program for any school system. BRIDGING THE GAP will enhance the teacher training program in your school and empower the participants to work in partnership.

WHAT IS BRIDGING THE GAP ?

It is a unique program that emphasizes the role of the cooperating practitioner in the training of student teachers. BRIDGING THE GAP is designed to enhance the quality of teacher preparation programs in the public schools while creating and establishing partnerships with colleges. The structure and format of this model can easily be built into a variety of school programs. The purpose of BRIDGING THE GAP is to provide "coaching" for the practitioners while they are in the process of training student teachers.

FOR WHOM IS THE PROGRAM DESIGNED?

This program can be used with a variety of audiences:

- * classroom teachers considering becoming cooperating practitioners
- * teachers currently training student teachers
- * administrators of school systems with practicum students or those considering student teaching programs
- * college or university education supervisors
- * college faculty involved with teaching methods courses
- * first year teachers
- * student teachers

WHAT CAN A SCHOOL SYSTEM EXPECT TO RECEIVE FROM THIS PROGRAM?

Any combination of the following components may be selected:

- * a copy of "SO YOUR'RE GOING TO BE A COOPERATING PRACTITIONER"
- * sample workshop ideas
- * strategies for setting up college partnerships
- * information regarding support networks
- * communication techniques to enhance practicum
- * inservice workshops
- * consultations
- * phone call follow ups

Carol Pelletier is a fifth grade teacher with 16 years of classroom experience and a Master's degree. She has been a cooperating practitioner and is the author of "SO YOU'RE GOING TO BE A COOPERATING PRACTITIONER: A HELPFUL HINTS HANDBOOK" which has been successfully implemented in several school districts. Her leadership roles include local association president, professional services committee chair, and coordinator for local Hunger Project activities. She currently serves on the Massachusetts Teachers Association Board of Directors and has organized and delivered workshops for the MTA at Williams College.

BRIDGING THE GAP was designed with the intention of creating a positive supportive atmosphere for both cooperating practitioners and student teachers during the practicum. Carol is committed to creating relationships between higher education institutions and public schools and is willing to assist educators in designing a program that will meet their needs.

CLEOPATRA PETERSON-KNIGHT

Boston Public Schools

RHYTHM OF THE WORDS: IMPROVING READING SKILLS WITH MUSIC

Teachers and parents need creative teaching alternatives which build skills while encouraging a love and thirst for learning. Music, with its natural appeal, its healing elements, and its inherent disciplines, offers all kinds of alternatives for learning academic subjects. Our students, especially the perceptually challenged learners, need to experience free creative expression and academic success. They need to develop self-awareness, self-confidence, positive coping skills, and to learn to read and to express themselves verbally and in writing. This program addresses these needs by integrating the highly effective Kodaly Method of Music Education with Reading and English lessons. (K-12, regular/special needs)

Kodaly believed that music is meant to develop one's entire being: his/her personality, intellect, and emotions. He said, "Music is not a toy for a very few select people. Music is spiritual food for everybody. So I studied how to make music accessible to more people." Kodaly used techniques of the human voice, good materials based on the mother tongue, well-trained teachers, perceptual skills, and developmentally sequenced activities. He developed a way to teach music literacy which has been proven to be effective. In Hungary, Kodaly's native country, everyone can read music, hearing the melody in his head, just as one reads printed words.

Kodaly techniques generally correspond to developmental learning theories, and employ aural, visual, and motoric modes of learning. Children learn accuracy, permanently internalize basic concepts and thus acquire confidence through constant repetition. They acquire patience and good social behavior. Responsibility and self-esteem develop as students realize that their individual participation has an important effect for good or bad on the performance of the entire group. The problem of discipline is diminished by success and a healthy self-discipline is substituted.

Reading and literacy is for everyone also. All students, particularly those with special learning styles, are entitled to benefit from the joy and learning which occur during creative experiences. The acquisition of music literacy requires the development of basic skills which are necessary for learning to read: attentiveness; concentration; ability to analyze, discriminate, memorize; and reading and writing. Students enjoy the activities and creativity, experience success, and thus acquire greater self-esteem and self-confidence.

Rhythm of the Words: Improving Reading with Music is a program which functions by channeling these skills into academic and emotional growth. Cleo has taught in Boston for 13 years. During the past 5 years, her involvement with the Kodaly Method has taught her the value of staff development. Teachers must share ideas and effective ways of problem solving. Most important is the fact that through teacher training, many more students can benefit from this great program.

Cleo has served children and their families over the past 13 years as a special needs teacher, evaluation team leader, and occupational therapist. She has a Master's degree in Special Education and she is a registered and licensed occupational therapist. Cleo is a certified Kodaly Teacher who believes that language must be considered inseparable from music and movement. Cleo has taught music in various settings which include day care centers, private and public schools, after school programs and has presented citywide in-service workshops for teachers and parents. "Rhythm of the Words: Improving Reading Skills with Music," offers master demonstration music/reading classes; participatory teacher/parent workshops; and on-going consultation to assist in material and curriculum development along with suggestions for program adaptations.

FRANCINE G. WACHT
Brookline Public Schools
AUTOBIOGRAPHY

The AUTOBIOGRAPHY program, which focuses on writing as a process rather than a product, encourages high school students to improve their writing skills through writing about their own lives. As they learn elements of good writing, discuss the autobiographical writing of their peers, and study the autobiographical writing of well-known authors, they learn that good writing involves thinking, planning, revising, editing, and proofreading. As students share and comment on their published work, they grow to respect each other's personal histories in a way that reaches across social and cultural boundaries.

The AUTOBIOGRAPHY program is divided into five areas; the first four are writing assignments and the fifth is a reading/speaking assignment:

1. A Person Who Influenced Me
2. A Place of Importance
3. A Childhood Memory
4. A Turning Point
5. An Oral Presentation on an Autobiography

For each of these areas the teacher uses classroom-tested curriculum materials to help the student select a topic, make notes, decide on a tone, and choose an appropriate format. To help them with their own papers, students discuss papers on the same assignment written by former students in the AUTOBIOGRAPHY program. They also look at excerpts from well-known autobiographies such as those by Eudora Welty; Richard Wright; Elie Wiesel; Maya Angelou; Maxine Hong Kingston; and Russell Baker. After a series of revisions, the finished papers are published in a class booklet which the students comment on both in writing and in discussion.

For the fifth assignment each student reads an autobiography of his/her choice and makes an oral presentation to the class on those aspects of the book which the students have been writing about in relation to their own lives.

One of the values of the AUTOBIOGRAPHY program is its flexibility. Although developed at Brookline High School as a one-semester writing elective, the course can be adapted to fit into a month-long writing unit. In addition, it has proven successful with students of varying ability levels.

Since the AUTOBIOGRAPHY program asks adolescents to examine their own lives in a thoughtful and judicious way, it has a built-in motivational component, as illustrated by the following student comments:

"I am more knowledgeable about myself than about anything else I can think of; therefore, I became extremely interested and involved in whatever I wrote in this course."

"The topics we wrote about were important to us, which made it easier to write about them."

"This writing course has made me think more about my life. I am glad I have these essays to keep and treasure."

In addition, the sharing of autobiographical writing enables adolescents to respect the differences among them. Regardless of a student's ethnic, racial, or religious background, he/she brings a unique personal history into the classroom, one that other students will benefit from hearing. As students discuss each other's autobiographical writing, they learn, too, that greater than all the differences among them is the thread that ties them together: the often difficult, yet often joyful journey through adolescence.

Fran Wacht has a B.A. in English Literature from Boston University and a Master of Arts in Teaching from New York University. She has taught high school English for twenty-four years at schools in New Jersey, Ohio, and Michigan. For the last eighteen years she has taught at Brookline High School, where she has been involved in the development of the AUTOBIOGRAPHY program. She is the author of I Remember: An Autobiography Text for High School Students, which was published two years ago.

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